

## Current Trends in Transition: Thumbs Up or Thumbs Down?

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## Getting Research into Practice....still

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## Practices & Predictors

- 30 years of research
- law & effective practices
- tools for implementing practices that are effective
- tools for evaluating programs
- never finished...but making progress

## What's Needed / What's Happening

- effective transition focused academic instruction
- effectiveness for different populations/ settings
- effective practices support compliant practices
- data & descriptions from local implementation
- tools (modules, curricula, guides) to make it doable
- focus on ALL students

## Resources

- [www.nsttac.org](http://www.nsttac.org)
- [www.betterhighschools.org](http://www.betterhighschools.org)
- [www.transitioncoalition.org](http://www.transitioncoalition.org)
- [www.ndpc-sd.org](http://www.ndpc-sd.org)
- [www.ncwd-youth.org](http://www.ncwd-youth.org)
- [www.careertech.org](http://www.careertech.org)

## Legal Trends in Transition

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## Court Cases Related to Transition Principles



- Luke P v Thompson Valley School District, Colorado
- K.L. v Mercer Island School District, Washington
- James S. v. Milwaukee Public Schools

## Rowley Standard

- ***Hendrick Hudson Central School District Board of Education v. Rowley*, 458 U.S. 176, 200,**
- Supreme Court mandated that EHA offers “minimum educational benefit”
- Basic floor of educational opportunity
- Cadillac vs. Chevrolet argument
- Now, 25 years after Rowley, purpose of IDEA has shifted from providing access to educational services to providing *meaningful and measurable* programs within the context of gen. ed.
- We may be held to a higher standard today in the provision of educational services and FAPE

Yell, Kantsiyannis, and Hazelhorn, 2007

### Luke P. v. Thompson S.D. (2008)

- A youth with autism (now 16)
- Able to do certain skills at school but they did not generalize to home
- Home behaviors were untenable, including eating, sleeping, dressing, toilet training, and incidences of violence against family members
- Parents asked for residential treatment center and moved Luke P. to Higashi School in MA, then sued Thompson Valley S.D. for tuition reimbursement



### School for Luke

- Parents moved Luke P. to Higashi School in MA, then sued Thompson Valley S.D. for tuition reimbursement
- Luke was at Higashi school for four years at a cost of approx. \$160k per year.
- ***"...all education has as its purpose the advancement of knowledge and skills so that the student can reasonably apply them in other contexts...public schools must accord some educational benefit...must address issues of generalization.."*** (2005, Due Process Decision)

### Court of Appeals, 10<sup>th</sup> Circuit, Overturns District Court Decision August 29, 2008

- Generalization is a critical skill for self-sufficiency but IDEA may not attach "essential importance" to it
- "Congress did not provide in IDEA a guarantee of self-sufficiency for all disabled persons"
- Congress established procedures to guarantee disabled students access and opportunity, not substantive outcomes (Rowley Standard)

#### And Now?

- Parents appealed to U.S. Supreme Court but were denied
- Luke back at Higashi School but it is unclear who is funding his tuition



### K.L. and Mercer Island School District (2006)

- K.L. was a 17 year old with severe learning disabilities that impacted her reading and writing skills.
- After several years at Mercer Island S.D, parents unilaterally placed K.L. in Landmark School in MA and sued for tuition reimbursement for her 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade years.
- Transition goals stated that K.L. would attend community college and engage in competitive employment
- "...[IDEA '97] clearly states its commitment to 'our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities'"
- "...IDEA '97 is simply not about 'Access:' it is focused on 'transition services....an outcome-oriented process, which promotes movement from school to post-school activities..."



## Mercer, cont.

- Court of Appeals, 9<sup>th</sup> Circuit Decision - August 6, 2009 vacated the District Court's decision and remanded back to District Court to reapply the Rowley standard
- "The substantive test of *Rowley* does not require the absolutely best or 'potential maximizing' education for the individual child, but the *benefit must be real and measurable*"



## So, Courts are upholding the Rowley Standard. What's Next?

### Compensatory Education for Post-school relief ?

- Compensatory education has been awarded to remedy the denial of FAPE
- Usually occurs while a child is still in school (e.g., extended school year, intensive therapies, one-on-one)

## James S. v. Milwaukee Public Schools - June 9, 2009

- A class action suit brought before the Wisconsin Department of Public Instruction and Milwaukee Public Schools – 7 and ½ years so far
- Both DPI and MPS were found in violation of IDEA (specifically, FAPE)
- DPI settled with students, MPS is now under court order to seek remedies

## Possibilities for Compensatory Education Relief

For students still in school,  
academic in-school compensatory ed. will be considered  
For students who have aged out of the district,  
suggestions for compensatory education are very transition-focused:



- Tuition and support for postsecondary education
- Functional community-based assessments
- Training on self-advocacy and self-determination
- Job internships
- Job placement and training
- Job coaching
- Life skills training
- Life planning assistance
- Provision of technology (computers, assistive technology).

## Impacts of the Rulings



- Cases such as *Luke P. v. Thompson Valley School District* (CO) and *K.L. v. Mercer Island School District* (WA), sought to extend boundaries of educational purpose, expectations and practice, but ultimately they were overturned.
- The *Rowley* standard is being upheld as the boundaries of educational responsibilities are being drawn ever tighter.
- Compensatory education may provide relief to students in school as well as adults who have exited school to receive transition services. To date, there has been no statute of limitations on age.

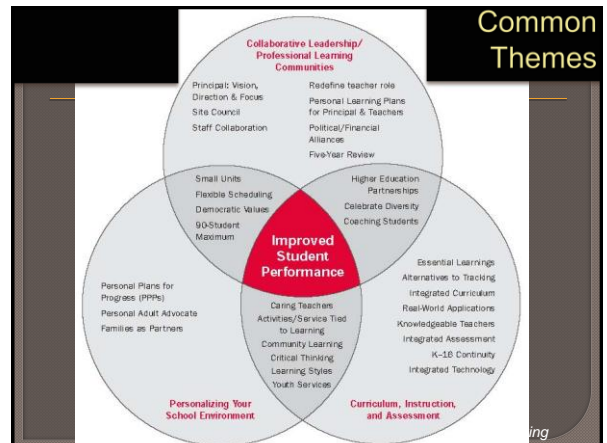
## Secondary School Reform: Thumbs Up or Thumbs Down?

Mary E. Morningstar  
Transition Coalition, University of Kansas

## Where Did Secondary School Reform Come From?

- Before 1995? (Standards-based reform, school to work reform, comprehensive school reform....)
- 1996: National Association of Secondary School Principals (NASSP) *Breaking Ranks I & II*
- 2000(ish): Bill & Melinda Gates *College-Ready for All*
- 2005: National Governor's Association *P-16 Cradle to College Systems*
- 2006: National High School Center launched
- 2007(ish) Response to Intervention
- 2010: National Governors' Association (NGA) & Council of Chief State School Officers (CCSSO) *College and Career Ready Standards (CCSS)*
- 2010: National Assoc. of State Boards of Ed *High School Redesign*

## Common Themes



## Common Features of Multi-Tiered Models

- Tiered system of matching interventions to meet academic and behavioral needs
- Systematic screening of young children using scientifically acceptable measures
- Interventions are evidence-based
- Progress monitoring of students to make informed decisions and track progress
- Decision rules concerning levels of support (tiers) provided by examining the data

## What's Different about Secondary Schools?

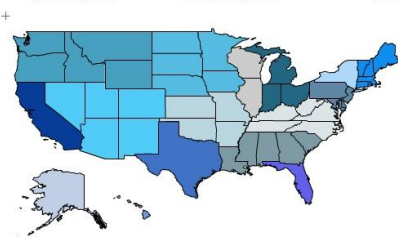
- Developmentally different learners
  - Student engagement in learning
  - Youth literacy – student interest + out of school discourse
- Demands of curriculum and environment
  - Curricular demands sophisticated language tools to obtain information and concepts
  - Structure and culture of schools
  - Sense of urgency
  - Teacher roles = content specialists
  - High stakes for graduation
- Postschool outcomes for youth
  - 74% graduation rate among HS freshmen
  - Societal costs of dropouts
  - Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
  - College to Career Readiness

## Navigating the National High School Improvement Landscape

Each state profile accessed through this map features the national high school improvement initiatives at work in the state as well as the state's high school graduation requirements as of the 2008-09 school year.

Each state profile also compares high school requirements with what is required of students entering state university systems. In some cases, there is a gap between what high school students need to accomplish to graduate and what is expected by state college and university systems.

Click on a state, or click and drag to highlight and zoom into a specific area of the map. To get detail about each state, click the information icon or follow the [text links](#) below the map to go directly to a state. You may also right click on your mouse to zoom out.



## Common Core: What would you do?

**CCR Anchor:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic
- Develop the topic with well-chosen, relevant, and sufficient facts
- Use appropriate and varied transitions to link the major sections of the text
- Use precise language and domain-specific vocabulary
- Establish and maintain a formal style and objective tone
- Provide a concluding statement

Writing Standards 6-12

## What's it Mean for Transition?

- We are student-focused!
- Our practices will keep students engaged in school & prepared for college and careers
- Need to learn what reform activities are going on in your district/state
- Collaborate!!!
  - Arizona (Common Core + 21<sup>st</sup> Century Schools)
  - Embed transition-related activities w/in common core standards
  - Advocate for postschool outcomes data on ALL students

## Current (and future) trends in transition

Dr. Ed O'Leary

## Snapshot of Possible Futures in Transition

- Age for transition = beginning at 14 years of age.
- Getting to 100% on I-13 – better documentation.
- New language, concepts and practices that will stretch our past paradigms.
- Increased emphasis on career preparation, work experience in schools and employment as a primary post school outcome.
- Increased emphasis on transition for youth with significant disabilities.
- Clear direction to actively engage and empower youth with disabilities to set directions for their future (self-determination, informed choice), be active members in transition planning and learn how to self-advocate.
- Expand post-school outcomes beyond education/training, employment, independent living to include community participation.
- Greater emphasis on family involvement and engagement during the transition process.
- Emphasis on improving coordination and blending/braiding of services and resources across all agencies at all levels.
- Movement away from programs and services that are segregated and involve primarily people with disabilities as an acceptable post-school outcome.

O'Leary, E. 2011

## Changes in Practices Based Upon the Following:

- Evidence-based research has conclusively documented that youth with significant disabilities who were educated in inclusive settings, were exposed to work experience and career exploration, and participated in a paid work experience while in school had better postsecondary outcomes and higher rates of sustainable employment.
- Higher rates of self-determination, in which individuals with significant disabilities and their families have direct control over the decision-making process in order to ensure an appropriate individualized transition strategy, lead to better outcomes.
- Regulations and processes allowing for flexibility in the blending and braiding of government funds to ensure seamless, collaborative strategies during the transition process lead to better outcomes for individuals with significant disabilities.
- Agency officials involved directly in the provision of supports and services during a youth's transition into adulthood and beyond must be provided additional training to become properly prepared to adequately address the individual transition needs of students with significant disabilities.



## Changes in Practices Based Upon the Following:

- Disability is a natural part of the human experience and in no way should diminish the opportunity of citizens with disabilities, including individuals with the most significant disabilities, for full participation in society (including school, work, family, social engagement, interpersonal relationships, and community), independent living, and economic self-sufficiency.
- Self-determination and informed choice are essential elements in all program and service options.
- Work for pay (employment) is a valued activity both for individuals and society. Employment provides both tangible and intangible benefits. Employment helps people achieve independence and economic self-sufficiency. Employment also gives people purpose, dignity, self-esteem, and a sense of accomplishment and pride as well as an ability to contribute to society as a whole.
- Individuals with disabilities, including those with the most significant disabilities, should enjoy a presumption that they can achieve integrated employment with appropriate services and supports.
- More than 30 years of research and experience demonstrates that all youth, including youth with disabilities, achieve better outcomes when they have access to—
  - high quality standards-based education in an inclusive setting
  - information about career options and exposure to the world of work, including structured internships
  - participation in post-secondary education
  - opportunities to develop social, civic, and leadership skills

## Purpose - Emphasis

### Key concepts and practices:

- Systemic focus on cultivating high expectations for youth with significant disabilities - especially employment
- Improved performance and accountability measures among public entities involved in the transition of youth with significant disabilities into adulthood
- Eliminate barriers and promote incentives for multiple stakeholders to better define, collaborate, coordinate and improve specific services and transition opportunities for youth with significant disabilities.
- Strengthen and coordinate regulations and rebalance resources to ensure cross-agency emphasis on the promotion of 'employment first' policies and practices
- Promote employment first policies and practices that will focus on the preferred outcomes of advancing integrated employment, economic self-sufficiency, independent living, and community participation for youth and adults with significant disabilities.
- Eliminate barriers and promote incentives for multiple stakeholders to better define, collaborate, coordinate and improve specific services and transition opportunities for youth with significant disabilities.
- Ensure professional development training of publicly financed service delivery professionals involved in the transition of youth with significant disabilities into adulthood on evidence-based promising practices.

## Introduced Legislation Transition Services

**H. R. 602** - To amend the Individuals with Disabilities Education Act to make improvements to the individualized education program under that Act and facilitate the transition of children with disabilities to adulthood, and for other purposes.  
<http://thomas.loc.gov/cgi-bin/query/z?c112:h602>

**H. R. 603** - To amend the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to provide assistance to States for development and implementation of an individual transition plan for each individual with a developmental disability in the State who is making the transition from the secondary school system into adulthood, and for other purposes.  
<http://thomas.loc.gov/cgi-bin/query/z?c112:H.R.603>

**H. R. 604** - To amend the Rehabilitation Act of 1973 to authorize grants for the transition of youths with significant disabilities to adulthood, and for other purposes. <http://thomas.loc.gov/cgi-bin/query/z?c112:H.R.604>

## Definitions

### Transition Services

H.R. 602 – IDEA

Designed to be within a results –oriented process...To facilitate the student's movement from school to post-school activities, including... Add "customized employment"

Includes instruction, related services, community experiences...

Add

- training in self-advocacy and self-determination activities and the skills needed to participate in making informed choices to prepare and empower the child to advocate and negotiate on the child's own behalf; and
- does not include facility-based employment or activity settings, such as sheltered workshops, day habilitation centers, mobile work crews, or enclave work settings.



## Definitions

### Transition Services

H.R. 603 – DD Act & H.R. 604 – Rehab Act

Includes instruction, related services, community experiences...

*Add:*

- school-based preparatory experiences, career preparation, and integrated work-based learning experiences (inclusive of in-school, after school and work experiences outside the traditional school setting where other youth without disabilities are engaged in similar activities); youth development and leadership; connecting activities; training in self-advocacy, self-determination skills, and peer mentoring; family involvement and supports;

Such term **does not include** the use of facility-based employment and activity settings, such as sheltered workshops, day habilitation centers, and enclave work settings.

Additionally, *the coordinated set of activities should lead to the attainment of at least one of the following outcomes:* post-secondary education, *long-term integrated employment* (including supported employment or customized employment), *asset development*, independent living, and community participation.

## Definitions

H.R. 603 – DD Act & H.R. 604 – Rehab Act  
H.R. 602 (IDEA)

Definition clarification

**INTEGRATED EMPLOYMENT.** The term 'integrated employment' means *work compensated at the greater of minimum wage or competitive wages with related employment benefits, occurring in a typical work setting where the employee with the disability interacts or has the opportunity to interact continuously with non-disabled co-workers, has an opportunity for advancement and mobility, and is preferably engaged in full-time employment.*

H.R. 604 – Rehab Act

**ASSET DEVELOPMENT.** The term 'asset development' means a strategy to assist low-income workers and job seekers, including individuals with disabilities, move toward economic security and greater financial self-sufficiency through income preservation, effective money and credit management, the pursuit of post-secondary education, the purchase of a home, business startup and growth, and the setting aside of resources for longer-term needs and retirement.

**ASSET DEVELOPMENT SERVICES.** The term 'asset development services' means services relating to asset development, including services such as financial education, tax filing assistance and access to beneficial tax credits and other provisions, and use of social security work incentives and individual development accounts (IDAs) and coordination with other savings programs, including family self-sufficiency programs, college savings accounts, and home and small business ownership assistance.

## State Eligibility Plan Requirement

H.R. 602 – IDEA

NEW - PLAN RELATING TO TRANSITION SERVICES

THE STATE HAS ESTABLISHED A PLAN TO:

- Ensure that the SEA *coordinates efforts among ...* State agencies involved in the successful transition of youth with disabilities into adulthood
  - State intellectual and developmental disabilities agency
  - State vocational rehabilitation agency
  - Agency responsible for the State Medicaid program under title XIX of the Social Security Act, and
  - State department of labor or workforce investment board.
- Align practices and direct resources toward the effective provision of transition services to address the needs of children with disabilities, including:
  - involvement and progress in the general curriculum in the least restrictive environment
  - academic and school-based preparatory experiences
  - work and career readiness
  - youth development and leadership
  - comprehensive community connections, and
  - family involvement and engagement.

## Summary of Performance

Provide the student – *and the student's parents not later than 7 days after the student's eligibility terminates with;*

- A summary of the student's academic achievement and functional performance which includes recommendations on how to assist the student in meeting the student's postsecondary goals, and
- *A comprehensive record of the child's work experiences, skills, talents and strengths relevant for discussions with prospective employers, post-secondary education programs, career placement services, and mentors.*

## IEP's

Beginning not later than the first IEP to be in effect when the child attains the age of 14 and updated at a minimum annually

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- The transition services (including courses of study and work experience) that will be provided to assist the student in reaching the postsecondary goals; and
- A description of the training in self-advocacy, development of self-determination activities, and the skills needed to participate in making informed choices to prepare and empower the child to negotiate and advocate on the child's own behalf.

### ADDITIONAL RULE OF CONSTRUCTION

Nothing in clause shall be construed to authorize the use of facility-based employment or activity settings, such as sheltered workshops, day habilitation centers, mobile work crews, or enclave work settings in a child's IEP.

## IEP Team

### A representative of the State intellectual and developmental disabilities agency

***Beginning at age 14 - with respect to a child with a disability who is expected to be eligible to receive adult services under the State Medicaid program under title XIX of the Social Security Act (or any services provided under a waiver under such program) or any other adult services provided by the State intellectual and developmental disabilities agency upon reaching the age of majority - a representative of the State intellectual and developmental disabilities agency.***

## IEP Development

### Development of the IEP

#### PREPARATION FOR DEVELOPMENT OF IEP FOR A CHILD IN TRANSITION YEARS

The IEP Team, upon the request of a child who has attained the age of 14, shall—

- offer a preliminary meeting and advocacy training for the child and child's parents to support the preparation of the parents in advocating on their child's behalf during any upcoming IEP team meeting that will be conducted by a certified trainer with specific experience in self-advocacy and family advocacy training; and
- ensure that all pertinent information, including school records, educational materials regarding transition services available and background information on any pre-existing partnerships between the local educational agency and any outside providers of transition services or post-secondary education, is sent to the child at least ten days prior to the IEP team meeting

#### IEP TEAM CONSIDERATION OF SPECIAL FACTORS

- the transition services necessary to assist the child to attain a postsecondary education, integrated employment, independent living, and community participation.

## Development of the IEP

### Review and Revision of the IEP

***Beginning when the child attains the age of 14, [the IEP Team]***

- ***Evaluates the progress made in achieving the child's transition objectives identifying challenges and opportunities***
- ***Discusses any additional transition services that need to be secured to optimize the child's successful completion of transition objectives ...[that] ... lead to postsecondary education, integrated employment, independent living, and community participation.***

## Grants for Establishment of Local Coordinators for Transition Services H.R. 602

The Secretary is authorized to provide grants to State educational agencies to provide authorization, funding, and support to local educational agencies to establish coordinators to provide transition services to children with disabilities under this part.

### ACTIVITIES OF COORDINATORS

Coordinators established under paragraph shall—

- **manage the development and implementation of the transition services components of an IEP for children with disabilities; and**
- **facilitate relationships between children [students] with disabilities and parents of children with disabilities and public and private agencies involved in transition services for children with disabilities**

AUTHORIZATION OF APPROPRIATIONS- There are authorized to be appropriated to carry out this subsection \$50,000,000 for each of the fiscal years 2012 through 2016

## Transition toward Excellence, Achievement and Mobility through Education Act of 2011 or TEAM-Education Act of 2011 (HR 602)

Amends the Individuals with Disabilities Education Act, to allow states to use special education grant funds to contract with entities that have the experience to assist disabled children in accomplishing the transition objectives outlined in their Individualized Education Programs (IEPs).

- Conditions a state's eligibility for such grant funds on its having a plan to coordinate state efforts to transition disabled youth into adulthood.
- Requires local educational agencies (LEAs) to provide a disabled child and his or her parents, when the child's secondary education ends, with a comprehensive record of the child's work experiences and skills that would be relevant to prospective employers, post-secondary education programs, career placement services, and mentors.
- Requires IEPs, after a child attains age 14, to describe: (1) the transition services to be provided to assist the child in reaching postsecondary goals, and (2) the training the child will receive to empower the child to act on his or her own behalf. (Currently, IEPs are to address postsecondary goals and transition services when children turn 16.)
- Requires an IEP team: (1) to include a representative of the state intellectual and developmental disabilities agency after a disabled child attains age 14, if the child is expected to be eligible to receive certain adult services upon reaching adulthood; (2) to consider the transition services necessary to assist the child to attain postsecondary education, integrated employment, independent living, and community participation; (3) at the request of a 14 year old disabled child, to take certain steps to enable his or her parents to advocate at IEP team meetings on the child's behalf; and (4) after the child attains age 14, to evaluate the progress made in meeting, and discuss any additional services that may be needed to meet, the child's transition objectives.
- Authorizes the Secretary of Education to provide grants to states to assist LEAs in establishing transition service coordinator.

<http://edexcess.doc.gov/leg-bill/queries/7c-112-hr602>

## H. R. 603 Transition toward Excellence, Achievement, and Mobility through Empowerment Act of 2011 or the TEAM-Empowerment Act of 2011

Amends the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to direct the Secretary of Health and Human Services (HHS) to award competitive grants to states for the development and implementation of an individual transition plan (ITP) for each individual with a developmental disability in the state who is transitioning from secondary school into adulthood.

- Requires ITPs to assist the developmentally disabled achieve integrated employment, postsecondary education, independent living, and community engagement.
- Requires each grantee to establish a transition planning and services (TPS) administrative unit within its intellectual and developmental disabilities agency to develop, and assist in the implementation of, ITPs. Requires that unit to offer strategies, training, and information to the developmentally disabled and their families that facilitates their participation in the transition process.
- States that ITPs are to: (1) apply until an individual's 26th birthday; (2) be reviewed annually and updated as needed; (3) be developed during in-person meetings that include the individual and his or her family; and (4) address the individual's needs in the areas of postsecondary education, career preparation and work-based learning, development and leadership, connecting activities, and family involvement and supports.
- Requires the TPS administrative unit to use transition brokers to: (1) facilitate coordination among state agencies in the development of ITPs; and (2) assist the developmentally disabled, consistent with their ITPs, in navigating the complex system of supports and services available through federal and state programs.

<http://edexcess.doc.gov/leg-bill/queries/7c-112-HR.603>

## Transition toward Excellence, Achievement, and Mobility through Employment Act of 2011 or TEAM-Employment Act of 2011

Amends the Rehabilitation Act of 1973 to extend from 18 to 48 months the length of time a designated state unit may provide supported employment services, including: (1) activities related to customized employment, or (2) a set of activities implemented during the search for employment leading to an integrated employment outcome for an individual with a disability.

- Authorizes the Commissioner of the Rehabilitation Services Administration of the Department of Education to make up to ten grants to or contracts with eligible entities to pay all or part of the cost of special demonstration programs that expand and improve rehabilitation, employment, and other services for adults and youths with disabilities.
- Authorizes the Assistant Secretary of Education for Special Education and Rehabilitative Services to provide, for FY2012-FY2016, grants to eligible entities to carry out certain activities to help youths between the ages of 14 and 26 with significant disabilities to transition to adulthood.
- Includes among such activities development and provision of: (1) innovative and effective practices through person-centered planning processes for attaining integrated employment experiences, including customized employment, supported employment services, and employment experiences after school, on weekends, and in the summer months; (2) certain educational-, work-, and family-related objectives and activities based upon the highest expectations of such youths; (3) appropriate and effective curricula and the deployment of professionals with expertise to provide training to school personnel to assist such youths to obtain integrated employment at the greater of minimum or competitive wages; and (4) assistance to such youths and their families to help determine appropriate services under federal and state programs.
- Limits an eligible entity to one grant or contract during a five-year period.
- Prohibits the use of grant funds for activities that result in such youths being placed in facility-based segregated services as an employment outcome or post-secondary outcome.
- Establishes a National Coordination Center on Systems Change and Transformation in the Transition of Youths with Significant Disabilities into Adulthood.

<http://edexcess.doc.gov/leg-bill/queries/7c-112-HR.604>

## “Employment First”

### Employment includes these essential elements:

- Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred.
- Using typical or **customized employment** techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners.
- Assigned work tasks offer at least minimum or prevailing wages and benefits.
- Opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.

Employment First - <http://www.employmentfirst.net/>

Customized Employment -

<http://www.dol.gov/odaspc/categories/workforce/CustomizedEmployment/what/index.htm>

Currently a number of States, many led by their Developmental Disability Councils (<http://www.cddc.org/>) and/or their APSE Chapters (Association for Persons in Supported Employment) <http://www.apse.org/>, are exploring Employment First policies and practices including California, Washington, Minnesota, Indiana, North Carolina, North Dakota, Iowa, Rhode Island, and Nevada

## “Customized Employment”

### What is Customized Employment?

- Flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both.
- Based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.
- Utilizes an individualized approach to employment planning and job development — one person at a time . . . one employer at a time.

Customized Employment - <http://www.dol.gov/odaspc/categories/workforce/CustomizedEmployment/what/index.htm>  
 Customized Employment Fact Sheets - <http://www.dol.gov/odaspc/categories/workforce/CustomizedEmployment/factsheets.htm>  
 Customized Employment - [http://www.apse.org/employment/customized\\_employment.asp](http://www.apse.org/employment/customized_employment.asp)

## “Customized Employment”

### Customized employment will often take the form of:

- **Task reassignment:** Some job tasks of existing workers are reassigned to a new employee. This reassignment allows the existing worker to focus on the critical functions of his/her job (i.e., primary job responsibilities) and complete more of the central work of the job. Task reassignment typically takes the form of job creation, whereby a new job description is negotiated based on current, unmet workplace needs.
- **Job carving:** An existing job description is modified — containing one or more, but not all, of the tasks from the original job description.
- **Job sharing:** Two or more people share the tasks and responsibilities of a job based on each other's strengths.

Less common — though becoming more established throughout the country — is **Self-Employment** as a form of Customized Employment.

- Self Employment allows for an individual to receive assistance in the creation of an independently owned small business (typically a micro enterprise, under five employees) based on the strengths and dreams of an individual and the unmet needs of a local market while incorporating the individualized planning and support strategies needed for success.

## Contact Us

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